THE CATHOLIC UNIVERSITY OF AMERICA

THE CATHOLIC HIGH SCHOOL CURRICULUM

Its Development and Present Status

A Dissertation

SUBMITTED TO THE FACULTY OF PHILOSOPHY OF THE CATHOLIC UNIVERSITY OF AMERICA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

BY

BROTHER FRANCIS de SALES, F.S.C., A.M.

WASHINGTON, D. C.
1930

370.08
C17

ST. ALBERT'S COLLEGE LIBRARY

Digitized by the Internet Archive
in 2025

https://archive.org/details/catholichighscho0000brot

THE CATHOLIC UNIVERSITY OF AMERICA

THE CATHOLIC HIGH SCHOOL CURRICULUM

Its Development and Present Status

A Dissertation

SUBMITTED TO THE FACULTY OF PHILOSOPHY OF THE CATHOLIC UNIVERSITY OF AMERICA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

BY

BROTHER FRANCIS de SALES, F.S.C., A.M.

WASHINGTON, D. C.
1930

COPYRIGHT. 1930, BY
THE CATHOLIC UNIVERSITY OF AMERICA

CONTENTS

		PAGE
List of Tables	. . . . .	v
Chapter I.	Introduction	1
Chapter II.	Catholic Secondary Education in the Colonial Period	3
Chapter III.	Curriculum of the College Preparatories in the Nineteenth Century . .	6
Chapter IV.	Curriculum of the Catholic Girls Academy	10
Chapter V.	The High School Movement . . .	16
Chapter VI.	The Method of Investigation . . .	20
Chapter VII.	The Results of Questionnaire . . .	29
Chapter VIII.	The Organization of the Secondary Curriculum	43
Chapter IX.	Extra-Curricular Activities . . .	51
Chapter X.	Summary and Conclusion . . .	53

ST. ALBERT'S COLLEGE LIBRARY

LIST OF TABLES

TABLE		PAGE
I	The Curricular Offerings of the Early Academies with Date of their Introduction . . .	14
II	Distribution of Schools According to States .	20
III	Distribution of Schools According to Enrollment	22
IV	Distribution of Schools According to Types .	22
V	Percentage of Enrollment in the Different Subjects of Religion	30
VI	Percentage of Enrollment in the Different Divisions of English	32
VII	Percentage of Enrollment in the Social Sciences	34
VIII	Percentage of Students Following the Science Courses	36
IX	Percentage of Students Following the Various Branches of Mathematics	38
X	Percentage of Students Enrolled for the Languages	39
XI	Percentage of Enrollment in Music and Art Courses	40
XII	Some Comparative Statistics	41
XIII	Different Courses Offered	44
XIV	Constants and Variables	49
XV	Credits Required for Graduation . . .	50
XVI	Extra-Curricular Activities	52

ST. ALBERT'S COLLEGE LIBRARY

CHAPTER I

Introduction

Of the many recent activities in educational fields especially at the secondary level, none has attracted more attention than that of curriculum organization. Numerous investigations have been made by national and regional associations. The Catholic Educational Association through its Department of Secondary Schools and its Superintendents' Section, has likewise given careful consideration to this topic.

Though there is no dearth of works which reveal the practices in the secular system of secondary education—the Development of High School Curriculum in the North Central States by John Elbert Stout and The Senior High School Curriculum by George S. Counts deserve special mention—so far as the writer has been able to ascertain, no comprehensive study revealing the present practice in the Catholic Secondary Schools is now available.

The last decade has been a period of change and flux in the content and organization of curricula of both the lower and higher schools of America. Traditional curricula well-suited to a highly selected, homogeneous group are no longer adequate. New curricula must be built to meet new needs. For these reasons, the present study seems particularly apropos.

This discussion represents a summary of the results obtained in a recent investigation, the purpose of which was to analyze, compare and interpret the practice in the organization of the Catholic Secondary School curricula. An attempt was made to determine the practices which seem to prevail with respect to the differentiation of curricula, the basic courses common to all curricula and the specific courses most frequently designated.

The curriculum of the secondary school naturally reflects two conditions, the one representing the past, the other, the present. Our understanding of current problems is largely conditioned by our knowledge of the past. For this purpose a brief reference to early practices in the United States has been offered as providing a suitable background. To discover the present status the writer had recourse to the questionnaire. Forms were widely scattered throughout the different sections of the country. All types of Catholic secondary schools are represented. In the treatment of subjects, organization of curricula and subject matter, the facts are presented as revealed by the answers received, and conclusions deal with general practices and tendencies.

The accomplishment of this investigation would have been impossible without the assistance and coöperation of numerous persons. Above all the writer wishes here to acknowledge his indebtedness to Reverend Dr. John R. Rooney, his major professor, for having suggested the subject. He recognizes the help that has come from his enlightened direction, constant advice, and valuable suggestions, and expresses his gratitude for his untiring coöperation.

Particularly does he wish to express his appreciation for the numerous services rendered him by the Scholastics of the Christian Brothers' House of Studies at Ammendale, Md. Especial thanks are due to Mr. Francis M. Crowley of the National Catholic Welfare Conference for assistance in distributing the questionnaire; to Reverend Robert A. McCormack, Registrar, Mt. St. Mary's, Emmitsburg; to the Sisters of St. Joseph's College, Emmitsburg, of the Ursuline Academy, New Orleans, and of Loretto Academy, Nerinckx Co., Kentucky, for valuable material furnished. His grateful thanks are offered to the Librarians of the Catholic University and of Georgetown University for many kind services rendered.

CHAPTER II

Catholic Secondary Education in the Colonial Period

The earliest reliable traces of Catholic secondary education in the original colonies are to be found in the Manor Schools established by the Jesuits in Maryland. The succeeding pages contain some account of the origin of these early schools in the order of their foundation together with whatever information is available with respect to their curriculum.

In his "Catholic Church in Colonial Days",[1] Shea mentions an academy at Calverton Manor conducted by Mr. Ralph Crouch from about 1640 to 1659. This same school is referred to by Father William P. Treacy, S. J.,[2] in an article on "Some Early Catholic Grammar Schools." Though there is every reason to believe that this school existed, no information concerning it can be gleaned from the archives of Georgetown.

Traces of a similar institution are found in 1677 at or about Newtown Manor [3] under the direction of Father Michael Forster and Mr. Thomas Hothersall, a Jesuit scholastic. So well were the humanities taught at Newtown that two of the pupils who were sent from this academy in 1681 to the famous college of St. Omer in French Flanders entered the lists among the most advanced students and acquitted themselves with the highest credit. Besides the humanities, lessons were also given in history, geography, mathematics, and accounting as may be gathered from the records.[4]

In 1746, the Jesuits opened a famous classical academy at

[1] Shea, Dr. J. G., "Catholic Church in Colonial Days," p. 104.

[2] Treacy, Rev. Wm. P., "Some Early Catholic Grammar Schools," U. S. Catholic Magazine, Vol. I, p. 71.

[3] Shea, "History of the Catholic Church," Vol. I, p. 76.

[4] Treacy, "Old Catholic Maryland and its Early Jesuits," p. 95.

Bohemia Manor.[5] Father Thomas Poulton presided over the academy and was assisted by a schoolmaster named Mr. Wayt.[6] The course at Bohemia as at Newton fitted boys for the higher humane studies at St. Omer College which would appear to justify the inference that the training was chiefly classical in character. No documentary evidence, however, is available to substantiate the statement.

Coincident with the opening of the Manor Schools in Maryland, the Jesuits opened a secondary school in New York in 1682 known as the New York Latin School.[7] This institution was under the direction of Fathers Harvey and Harrison who had been brought over from England by Governor Dongan when he was appointed Governor of the colony. It was the first Catholic educational institution within the present archdiocese of New York. Its building stood on the site of the old "Trinity Church" at Broadway and Wall Streets, and the School was attended by the sons of some of the most important colonial families. No particulars are available regarding the courses that were given but it is evident that the typical Jesuit or classical curriculum was followed.

[5] Treacy, Wm. P., "Some Early Catholic Grammar Schools" (U. S.) in the Catholic Historical Magazine, Vol. I, p. 73.
Shea, "Catholic Church in Colonial Days," Vol. I, p. 404.
Scharf, "History of Maryland," Vol. I, p. 166.
Maryland Archives, Vol. I, pp. 340-41.
Hawks, "Maryland," pp. 42-43.
Burns, "Catholic School System in U. S.," pp. 109 ff.
Record of Amer. Cath. Hist. Society, Vol. XI, p. 185.
Russell, "Maryland, The Land of Sanctuary," p. 265.

[6] Hughes, Father Thomas, "History of Society of Jesus in North America," Vol. II, pp. 520-21.

[7] Treacy, Wm. P., "Some Early Catholic Grammar Schools" (U. S.) in the Catholic Historical Magazine, Vol. I, p. 72.
Considine, "Chronological History of Educational Institutions in the Archdiocese of New York."
Burns, "Catholic School System," p. 104.
Broadhead, "History of State of New York," Vol. II, pp. 407-487.
Bayley, "History of Catholic Church in New York," p. 31.

Long before those schools were established in the original colonies, the Franciscans had done splendid work all along the southern and western coasts. Missionaries from their colleges in Mexico or direct from Spain instructed the Indians in the rudiments of knowledge and taught them useful trades. It is regrettable that exact data on these early schools cannot be obtained as most of the records were destroyed together with the missions. There is reason to question whether any of them ever attained secondary level though Shea incidentally makes mention of a classical school and preparatory seminary at St. Augustine as early as 1606.[8]

An examination of these early Catholic secondary schools reveals that the curriculum was entirely classical in content. Unfortunately most of the records were lost or destroyed by fire, but the little evidence that remains shows that Latin and Greek constituted by far the major portion of the curriculum. In this they closely resembled the typical grammar schools of the period.

---

[8] Shea, "History of Catholic Church in U. S.," Vol. I, p. 158.

CHAPTER III

Curriculum of the College Preparatories During the Nineteenth Century.

Four types of schools have served as means of secondary education in the Catholic School system in the United States. The College Preparatory, the Academy, the Parish High School, and the Central High School. Of these the first in order was the college preparatory. In the opening years of the nineteenth century, three important preparatory schools were providing secondary education for the Catholic youth of the country, namely, Georgetown, St. Mary's, Baltimore, and Mt. St. Mary's, Emmitsburg. The courses offered by these institutions were mainly classical. The earliest curriculum that has been preserved is that of Georgetown.[1] The first copy of its course of studies is dated the year 1800, and is found in the prefect's report preserved in the archives of the University. The same source indicates that the program which is given below was followed without change at least until 1820 and in all likelihood to a much later date.

Third Class Grammar[2]

Latin— Grammar to commencement of syntax.
French— Grammar and syntax.

Second Class Grammar

Latin— Syntax, Caesar, Book I, Latin exercises Caesar, Books II, III, IV, V, VI.
Geography—Treatise.
Exercises— English, Latin, and French.

First Class Grammar

Latin–Greek—Prosody to the end of the Jugurthine War. Cicero de Senectute, a book of Ovid's Elegies; first book of

[1] Archives of Georgetown University, Prefect's Report, p. 26.

[2] The old terminology is used here, the third class being equivalent to the first year.

Xenophon to page forty; five dialogues of Lucian and report of the whole Greek grammar.

Grammar to the end of regular verbs. Read lines of Atticus and Hannibal, and Nepos, in Sallust from the commencement of the Jugurthine War to page ninety-one—Del E. Hochten alia huius modi, and four chapters of St. Luke's Greek gospel, and finish grammar.

Humanities

Latin–Greek—First book of Virgil; first book of Livy; first book of Xenophon, and second of Xenophon, page ninety.

History— A treatise on universal history by heart.

Mythology—A treatise by heart.

Second Semester

Latin–Greek—To the ninth book of Virgil, omitting number four; to the end of the second book of Livy; Cicero, de Amicitia to the end of the book of Xenophon; first book of Homer; first book of Horace's Odes.

The first modifications that the present writer was able to discover took place in 1850. At this time bookkeeping, algebra, history of South America and Europe, mythology, penmanship, and music were added to the program.

A comparison of the courses offered at the three institutions mentioned above during the years 1830-1850 reveals a striking similarity as may be seen from the programs:

Georgetown[3]	*St. Mary's, Balto.*[4]	*Mt. St. Mary's*[5]
	First Year	
Catechism	Christian Doctrine	Christian Doctrine
Latin	Latin	Latin
Geography	Geography	Geography
English	English	English
Bible History	French	History
Arithmetic	Reading	Arithmetic
Writing	Writing	Reading
		Spelling
		Writing

[3] Catalogue, 1850.

[4] Archives St. Mary's, Baltimore, Registrar's Report.

[5] Archives Mt. St. Mary's, Registrar's Report.

Second Year

Catechism	Christian Doctrine	Christian Doctrine
Latin	Latin	Latin
Greek	French	Greek
Geography	English	English
English	Geography	Geography
Arithmetic	Writing	History
Writing		Arithmetic
Bookkeeping		Writing

Third Year

Catechism	Christian Doctrine	Christian Doctrine
Latin	Latin	Latin
Greek	French	Greek
History	English	English
English	Reading	Algebra
Geography	Arithmetic	Geography
Mythology	Writing	History
Music		
Algebra		

An examination of these curricula shows that St. Mary's, Baltimore was somewhat more advanced in the early introduction of the modern languages. An announcement in a Baltimore newspaper of August 1, 1814, shows that courses in French and Spanish were offered to those who wished to study the languages. The sciences and mathematics are also found early in their printed programs.[6]

A further examination of the courses of Georgetown and Mt. St. Mary's shows that between the years 1850 and 1870, declamation, composition, and French were introduced into Georgetown. By the year 1890, algebra, German, bookkeeping, and classical antiquities had likewise been added. During this latter period, French, Spanish, and German, drawing and elocution were marked as electives in Mt. St. Mary's. In the year 1882 a commercial course of two years was added to the

[6] Herbermann, C. G., "The Sulpicians in the United States," p. 107.

academic at Mt. St. Mary's. The subjects studied were bookkeeping, typewriting, shorthand, English, penmanship, arithmetic, and Christian Doctrine. The curricula of the above institutions may be considered as characteristic of schools of the college preparatory type.

CHAPTER IV

Curriculum of the Catholic Girls Academy

To discover any extension in curricula among the Catholic secondary institutions from that offered in the college preparatory it is necessary to have recourse to an entirely different type of school, namely, the academy.

Catholic secondary education in the early colonies, as was the general practice, was confined exclusively to boys. The Church in America was at that time hampered as far as educational undertakings were concerned both by a dearth of teachers and a lack of funds. Moreover, the ideas prevalent during that period were opposed to anything resembling higher education for women. Prior to the beginning of the nineteenth century, only one institution destined exclusively for the higher education of Catholic girls was opened, namely, the Ursuline Academy in New Orleans established in 1727. Incidentally, this institution antedated any established by the colonies by at least sixty years.

The opening years of the century, however, witnessed a movement of deep significance for the education of Catholic women, the foundation of four religious teaching sisterhoods: The Sisters of the Visitation at Georgetown (1799), the Sisters of Charity at Emmitsburg, Md. (1809), the Sisters of Loretto at Nerinckx County, Ky. (1812), and finally the Sisters of Charity at Nazareth, Bardstown, Ky. (1812). All of these communities opened schools very soon after their foundation.

In the richness and variety of curricular offerings the institutions conducted for young ladies were far more progressive than the college preparatories. It is frequently claimed that they stressed the polite arts to the neglect of the more serious subjects, and while this might in a measure have been the situation, it can readily be accounted for by the fact that their aim was

to train the young graduates immediately for life without any intention whatever of college preparation.

The earliest course of studies obtainable for these institutions is that of the Visitation Academy at Georgetown for the year 1819. The first prospectus issued over the signatures of Mrs. Henerietta Brent, Mrs. Jerusha Barber, and Father Clorivière listed the following subjects of instruction: orthography, reading, writing, arithmetic, grammar, English composition, ancient history, modern history, chronology, mythology, domestic economy, natural philosophy, chemistry, geography, tapestry, astronomy, bead work, lace work, fancy needlework, painting in water colors and on velvet.

The curriculum of Loretto, Ky. for the year 1833 was even wider and contained in addition to the subjects enumerated above, rhetoric, French, botany, optics, mechanics, hydrostatics, drawing, dancing, polite literature, vocal music, and music on the harp, piano, and guitar.

In 1842 new additions to the program included German, algebra, bookkeeping, ancient geography, physical geography, general metaphysics, sacred history, physics, English and American literature, classical literature, hygiene, sight singing, elocution, geometry, American history, modern geography, geology, literary criticism, filigree work, Latin, trigonometry, natural history, phonography, harmony, sewing, tapestry work, hair, wax, and artificial flower work, drawing in pencil or crayon, portraits, landscapes, pastel, elements of natural philosophy, evidences of religion, embroidery, painting in oil portraits or landscapes.

They were distributed through four years as follows:

First Class— Christian Doctrine, physics, ancient history, physiology, reading, orthography, grammar, second rhetoric and composition, practical arithmetic, elementary algebra, geography, and penmanship.

Second Class—Christian Doctrine, chemistry, physical geography, zoology, modern history, geology, grammar, second

rhetoric and composition, penmanship, elementary algebra, and practical arithmetic.

Third Class— Christian Doctrine, astronomy, rhetoric, and composition, literature, botany, general history, mythology, arithmetic, bookkeeping, algebra, and United States constitution.

Fourth Class—Christian Doctrine, logic and metaphysics, geometry, general history, classic literature, botanical analysis, elocution, review of rhetoric, algebra, and bookkeeping.

Some idea of the curricular offerings made at Loretto in the early days may be gleaned from the fact that departmentalization, which is a practical necessity wherever a wide program is followed, was introduced as early as 1834. The announcement for that year contains the following: "The Community being numerous, fullest and most prompt attention is given to every department, while the teachers are carefully selected with a view not only to talent and learning, but also to disposition and aptitude to fashion and habituate the young mind to what is useful, elegant and proper." [1] Teacher training had been a function of the institution from as early as 1820.

The instruction at Emmitsburg and at Nazareth has a striking resemblance to that given in the Visitation and Loretto. Unfortunately no documentary evidence is available for the work carried on by the Sisters of Nazareth in the early years since their school was practically wiped out more than once by fire. There is every reason to believe and the traditions of the community confirm the belief, that the teaching closely resembled that offered by the other Catholic schools of the period. In the case of the Academy of St. Joseph at Emmitsburg, the records are happily more complete. In 1855, ordinary tuition fees included instruction in the English language, plain and ornamental writing, practical and rational arithmetic, book-

[1] Loretto Archives.

keeping, principles of algebra and geometry, geography, civil and natural history, mythology, moral and natural philosophy, astronomy, chemistry, embossed, ornamental, and plain needle work, while Latin, Spanish, German, Italian, drawing, painting in water colors and on velvet and silk, oil painting, piano, guitar, harp, vocal music, tapestry, embroidery, ornamental needle work, transferring, shell work, japanning, Valenciennes lace, and artificial flower making were treated as extras and charged accordingly.

The program for 1870 shows that the following subjects had been introduced: rhetoric, prose and poetic composition, ancient and modern history, logic, botany, mineralogy, conchology, French, Spanish, Italian, and German, and the curriculum of 1890 shows the addition of sacred, ecclesiastical and profane history, physical geography, metaphysics, ethics, criticism. By the year 1900 American literature, physiology, United States history and civics, philosophy of literature, geology, physics and trigonometry were introduced.

The middle of the century saw a great increase in the number of teaching sisterhoods. Many of these opened academies for young ladies but no specific reference is made to them here for the reason that their courses of study conformed rather closely to those already presented. An examination of their early programs discloses the presence of many subjects found in the modern high school, as well as of many others that have long since been eliminated and for the restoration of which there is a decided demand at the present time. This becomes apparent from an examination of the following table, compiled from the courses of study of twelve of these early institutions. As far as possible the attempt is made to show the dates at which the various subjects first came into the curriculum of the Catholic academy.

TABLE I

THE CURRICULAR OFFERINGS OF THE EARLY ACADEMIES WITH DATE OF THEIR INTRODUCTION

Academic Subjects

Latin *		Ancient History	1819
Greek *		Modern History	1819
French	1833	General History	1833
German	1840	Chronology	1819
Spanish	1837	Ancient Geography	1819
Italian	1837	Modern Geography	1819
Polish	1846	Arithmetic	1819
Rhetoric	1833	Algebra	1820
Composition	1819	Geometry	1836
English Grammar	1819	Trigonometry	1839
Literary Criticism		Surveying	1840
Polite Literature	1836	Conic Sections	1839
Elocution		Civil Engineering	1839
Mythology	1819	Calculus	1871
English Literature	1833	Navigation	1871
American Literature	1833	Astronomy (with globes)	1819
French Literature	1833	Chemistry	1819
Classic Literature		Physics	1843
Poetry	1833	Natural Philosophy	1819
General Metaphysics		Botany	1833
Logic	1837	Physiology	
Moral Philosophy	1839	Physical Geography	1819
Ethics	1837	Geology	
Political Economy		Hygiene	
Bookkeeping	1833	Physical Culture	
Sacred History	1833		

Vocational Subjects

Needlework	1819	Filigree Work	1833
Plain Sewing	1819	Domestic Economy	1819
Dressmaking	1819	Commercial Course	1840
Embroidery	1819	Domestic Arts and Science	1819
Tapestry Work	1819	Agriculture	1839
Millinery			

* Latin and Greek were in all curricula prior to 1800. Several subjects marked for 1833 were introduced into various academies at least ten years before, but the writer has no documentary evidence to that effect.

TABLE I—Continued

Art

Drawing	1833	Hair, wax, and artificial	
Marking	1843	Flower Work	1833
Water-Colors	1840	Painting	1833
Mezzotinto Painting	1846		

Music (1833)

Vocal Music	1846	Organ	1833
Sight Singing		Guitar	1833
Harmony		Violin	1833
Instrumental Music	1833	Cello	1833
Harp	1837	Cornet	1833
Piano	1833	Dancing	1833

CHAPTER V

The High School Movement

The academies mentioned in the previous chapter were conducted solely for the education of girls. Similar institutions were established by the male orders or by individual clerics and were sometimes known by the same name though not infrequently they were designated as seminaries. St. Mary's Seminary for Boys opened by Rev. Father Reilly in Wilmington, Delaware, in 1839 and Calvert Hall Academy established by the Christian Brothers in 1834 at Baltimore are examples of both types. The curriculum of Father Reilly's institution included such subjects as English, reading, grammar, composition, writing, history, geography, arithmetic, algebra, geometry, trigonometry, surveying, Greek and Latin.[1]

The academy, whatever its qualifications, suffered, however, from certain limitations. It was a select school providing education only to those who could afford to pay. It was an educational institution adapted to the transition period. With the changing conditions of society came the need for a new institution, the High School.

Some profess to see in the school established by Father Richard in Detroit in 1802 the forerunner of the present parish high school. Be that as it may, it is certain at least that the zealous pastor of Detroit actually opened in connection with his parish a high school for boys in 1802 and a year or two later a similar institution for girls. So advanced were his educational theories that vocational training especially of an industrial character played a large part in the instruction offered at his school. His memorial letter to the legislature of Michigan discloses that knitting, sewing and spinning as well as other features of domestic science were taught along with the regular

[1] Catholic Almanac, 1840, p. 85.

subjects of study. In accord with his comprehensive plan, schools were established in Detroit, Mackinaw, and Monroe. It was enacted that the French, Latin and Greek languages, antiquities, English grammar, composition, elocution, mathematics, geography, morals and ornamental accomplishments be the curriculum of the classical schools; and this same regulation required that the scriptures should be read throughout the course.[2]

Years were due to elapse, however, before the example that he set really bore fruit. Catholic secondary education during the nineteenth century was confined chiefly to the different types of schools to which reference has already been made. Here and there, instances were to be found of zealous pastors who, to safeguard the welfare and the interest of the younger generation, gradually began to develop and extend the instruction previously offered in the elementary school through the addition of one, two, or more years as circumstances warranted. Not unseldom, the training thus afforded was largely of a commercial or business character.

To trace the development of the High School movement is beyond the scope of the present work and might even prove a well-nigh impossible task. Before the middle of the century many instances were found where schools really offered a complete high school course. This was particularly true of those conducted in the larger centers where organizations such as the Christian Brothers and other teaching communities were equipped to carry on the work. By the end of the century and within the first quarter of the present one, the number of such institutions had constantly increased until they now number over four hundred.[3]

[2] Amer. Cath. Historical Review, Vol. XVI, p. 115.

[3] Statistics for the year 1930, supplied by Mr. Francis M. Crowley, Director of the National Catholic Welfare Conference, give the number of parochial high schools as 407 and of central high schools as 87. There are 606 Catholic high schools under private control. These numbers refer only to schools offering four-year courses.

The program of study which in the beginning embraced such subjects as Christian Doctrine, Church History, English grammar, rhetoric, etymology, English literature, advanced arithmetic, mensuration, algebra, geometry, trigonometry, general history, natural history, bookkeeping, shorthand, typing and business forms, has been augmented in the course of years until it bears favorable comparison with that provided by the other secondary institutions of the day.

The Parish High School like the academy, however, had to contend with certain handicaps. Economic conditions, which restricted the clientele of the academy, have under different circumstances, affected the parish high school and, in many places, urged the union of two or three smaller institutions into a single unit known as Central High School. At times such institutions originated with the purpose of ministering to the needs of a far larger group than was at first provided for by the parish high school. Such institutions possess a distinct advantage inasmuch as they render feasible a much richer curricular offering than can be given by the smaller school restricted as it necessarily is by the limitations both of its student body and teaching personnel. The first school of this type was the Roman Catholic High School for Boys at Philadelphia opened in 1890 through the munificence of a devout Catholic layman, Mr. Thomas E. Cahill.

The school opened with Freshman classes, and each year a grade was added so that in 1893 there were Freshmen, Sophomore, Junior, and Senior classes. The first class graduated June, 1894. The first schedule for this school is here presented.[4]

[4] Catalog, Roman Catholic High School, Philadelphia, Pa., 1893.

Freshman Classes	*Sophomore Classes*	*Junior Classes*	*Senior Classes*
	Monday		
Mathematics	Commercial	Christian Doctrine	Mathematics
English	Latin	English	History
Penmanship	Mathematics	Latin	Christian Doctrine
Physical Training	Stenography	Commercial	German
Geography	English	Natural Science	Elocution
	Tuesday		
Geography	Manual Training	Mathematics	Natural Science
Catechism	Manual Training	Manual Training	Manual Training
History	Natural Science	Manual Training	Manual Training
Manual Training	History	Natural Science	English
Manual Training	Commercial	Natural Science	Mathematics
	Wednesday		
Commercial	History	Latin	Mathematics
Commercial	History	Elocution	English
Mathematics	Mathematics	Stenography	Latin
English	Elocution	Church History	Church History
Geography	English	German	Natural Science
	Thursday		
Writing	Latin	Natural Science	Latin
Mathematics	Christian Doctrine	History	English
English	Mathematics	Latin	German
Church History	Church History	Mathematics	Natural Science
History	Penmanship	German	Natural Science
	Friday		
History	Manual Training	Mathematics	History
Mathematics	Manual Training	Manual Training	Manual Training
English	Natural Science	Manual Training	Manual Training
Manual Training	Mathematics	English	German
Manual Training	Physical Training	History	Mathematics

The succeeding chapters are devoted to a more detailed examination of the curriculum of the various types of institutions discussed in the preceding pages.

CHAPTER VI

The Method of Investigation

In the endeavor to discover what are the present practices of Catholic secondary schools, the writer had recourse to a questionnaire which embraced the entire field of curriculum.

Eight hundred and fifty blanks were distributed throughout the different sections of the country including the New England, Middle Atlantic, Southern, North Central, and Western States. All but six states are represented in the tabulation, Wyoming, Nevada, North Carolina, South Carolina, Arizona, and Arkansas being the exceptions. Table II shows the distribution of schools according to states.

Two hundred and eighty reports were received, though only two hundred and fifty are represented in the findings, since some arrived too late to be incorporated in the report and others had to be discarded because of their incompleteness. The number of pupils enrolled in the institutions considered was 54,703. Table III marks the distribution of schools according to enrollment.

Private secondary schools, parish high schools, and central high schools, both co-educational and separate were investigated. Only four-year types were included. The various types are shown in Tables II, III, IV.

TABLE II

Distribution of Schools According to States

States	*Number of Schools*
Alabama	2
California	9
Connecticut	3
Delaware	2
District of Columbia	5

TABLE II—Continued

States	*Number of Schools*
Florida	2
Georgia	2
Idaho	1
Illinois	30
Indiana	4
Iowa	13
Kansas	5
Kentucky	5
Louisiana	9
Maine	1
Maryland	7
Massachusetts	11
Michigan	11
Minnesota	12
Mississippi	5
Missouri	12
Montana	4
Nebraska	5
New Hampshire	2
New Jersey	10
New Mexico	3
New York	22
North Dakota	2
Ohio	15
Oklahoma	1
Oregon	1
Pennsylvania	11
Rhode Island	3
South Dakota	2
Tennessee	1
Texas	2
Utah	2
Vermont	2
Virginia	2
Washington	3
West Virginia	2
Wisconsin	4

TABLE III

DISTRIBUTION OF SCHOOLS ACCORDING TO ENROLLMENT

Number of Pupils	*Number of Schools*	*Per Cent of Total*
Group I (1-50)	28	11
Group II (50-100)	58	24
Group III (100-150)	41	16
Group IV (150-200)	40	16
Group V (200-250)	18	7
Group VI (250-300)	13	5
Group VII (300-350)	12	5
Group VIII (350-400)	5	2
Group IX (400-500)	7	3
Group X (500-600)	8	3
Group XI (600-1000)	16	6
Group XII (over 1000)	4	2

Distribution of Schools According to Types

Table IV shows the distribution of the high schools investigated according to type of control, i. e., Private, Parochial or Central. It likewise indicates the distribution as to type, viz., for boys only, for girls only, or co-educational. Of the two hundred and fifty schools reporting, there are one hundred and eighteen Private, ninety-one Parochial, and forty-one Central. Of these schools, ninety-five were for girls, seventy-eight for boys, and seventy-seven co-educational.

TABLE IV

DISTRIBUTION OF SCHOOLS ACCORDING TO TYPES

Private	*Parochial*	*Central*	*Total*	*Boys*	*Girls*	*Co-Ed.*	*Total*
118	91	41	250	78	95	77	250

A copy of the Questionnaire is here submitted.

THE HIGH SCHOOL CURRICULUM

I. Name of School..... City..... State.....
Name of Community..... Year of first opening.....
Length of Course..... No. of units required for Graduation....
Enrollment: I Yr....., II Yr....., III Yr....., IV Yr.....,
Total .....

II. Check subjects according to year in which taught by indicating hours per week in respective years. Under "Historical" state year in which subject was first introduced or dropped.

SUBJECTS	Years I	II	III	IV	No. of Students Following	Historical Year Introduced	Year dropped
RELIGION:							
Dogma	..	..	..	..	....	....	....
Moral	..	..	..	..	....	....	....
Liturgy	..	..	..	..	....	....	....
Bible History	..	..	..	..	....	....	....
Church History	..	..	..	..	....	....	....
Apologetics	..	..	..	..	....	....	....
Evidences of Christianity	..	..	..	..	....	....	....
ENGLISH:							
Grammar	..	..	..	..	....	....	....
Analysis	..	..	..	..	....	....	....
Etymology	..	..	..	..	....	....	....
Composition	..	..	..	..	....	....	....
Rhetoric	..	..	..	..	....	....	....
History of English Literature	..	..	..	..	....	....	....
English Literature	..	..	..	..	....	....	....
American Literature	..	..	..	..	....	....	....
Classics	..	..	..	..	....	....	....
Elocution	..	..	..	..	....	....	....
SOCIAL STUDIES:							
Ancient History	..	..	..	..	....	....	....
Medieval History	..	..	..	..	....	....	....
Modern History	..	..	..	..	....	....	....
U. S. History	..	..	..	..	....	....	....
English History	..	..	..	..	....	....	....
French History	..	..	..	..	....	....	....

SUBJECTS	Years I	II	III	IV	No. of Students Following	Historical Year Introduced	Year dropped
General History	..	..	..	..	....	....	....
Civics	..	..	..	..	....	....	....
Political Economy	..	..	..	..	....	....	....
Sociology	..	..	..	..	....	....	....
Economics	..	..	..	..	....	....	....
Current Events	..	..	..	..	....	....	....
Mathematics:							
Composite Mathematics	..	..	..	..	....	....	....
Advanced Arithmetic	..	..	..	..	....	....	....
Elementary Algebra	..	..	..	..	....	....	....
Advanced Algebra	..	..	..	..	....	....	....
Plane Geometry	..	..	..	..	....	....	....
Solid Geometry	..	..	..	..	....	....	....
Trigonometry	..	..	..	..	....	....	....
Surveying	..	..	..	..	....	....	....
Analytics	..	..	..	..	....	....	....
Mensuration	..	..	..	..	....	....	....
Languages:							
Latin	..	..	..	..	....	....	....
Greek	..	..	..	..	....	....	....
French	..	..	..	..	....	....	....
German	..	..	..	..	....	....	....
Spanish	..	..	..	..	....	....	....
Industrial Arts:							
Agriculture	..	..	..	..	....	....	....
Manual Training	..	..	..	..	....	....	....
Machine Shop	..	..	..	..	....	....	....
Metal Work	..	..	..	..	....	....	....
Applied Arts	..	..	..	..	....	....	....
Auto Mechanics	..	..	..	..	....	....	....
Printing	..	..	..	..	....	....	....
Sciences:							
Elementary Science	..	..	..	..	....	....	....
General Science	..	..	..	..	....	....	....
Physiology	..	..	..	..	....	....	....
Physical Geography	..	..	..	..	....	....	....
Natural Philosophy	..	..	..	..	....	....	....
Physics	..	..	..	..	....	....	....
Chemistry	..	..	..	..	....	....	....
Geology	..	..	..	..	....	....	....

SUBJECTS	Years I	II	III	IV	No. of Students Following	Historical — Year Introduced	Year dropped
Botany	..	..	..	..	....	....	....
Zoology	..	..	..	..	....	....	....
Biology	..	..	..	..	....	....	....
Mineralogy	..	..	..	..	....	....	....
Natural History	..	..	..	..	....	....	....
Astronomy	..	..	..	..	....	....	....
ART:							
Free Hand Drawing	..	..	..	..	....	....	....
Mechanical Drawing	..	..	..	..	....	....	....
Painting	..	..	..	..	....	....	....
Music	..	..	..	..	....	....	....
(a) Vocal	..	..	..	..	....	....	....
(b) Instrumental	..	..	..	..	....	....	....
COMMERCIAL:							
Bookkeeping	..	..	..	..	....	....	....
Commercial Arithmetic	..	..	..	..	....	....	....
Commercial Geography	..	..	..	..	....	....	....
Commercial Law	..	..	..	..	....	....	....
Commercial Course	..	..	..	..	....	....	....
Shorthand	..	..	..	..	....	....	....
Typing	..	..	..	..	....	....	....
Business Practice	..	..	..	..	....	....	....
Commercial History	..	..	..	..	....	....	....
Business Correspondence	..	..	..	..	....	....	....
Secretarial Studies	..	..	..	..	....	....	....
HOME ECONOMICS:							
Domestic Science	..	..	..	..	....	....	....
Clothing	..	..	..	..	....	....	....
Foods	..	..	..	..	....	....	....
Cooking	..	..	..	..	....	....	....
Sewing	..	..	..	..	....	....	....
Millinery	..	..	..	..	....	....	....
Home Making	..	..	..	..	....	....	....
Cafeteria Management	..	..	..	..	....	....	....
MISCELLANEOUS:							
Mental Philosophy	..	..	..	..	....	....	....
Moral Philosophy	..	..	..	..	....	....	....
Logic	..	..	..	..	....	....	....
Health Education	..	..	..	..	....	....	....

SUBJECTS	Years I	II	III	IV	No. of Students Following	Historical — Year Introduced	Year dropped
Social Etiquette	..	..	..	..	....	....	....
Ancient Geography	..	..	..	..	....	....	....
Classical Antiquities	..	..	..	..	....	....	....
Physical Training	..	..	..	..	....	....	....
Education	..	..	..	..	....	....	....
Psychology	..	..	..	..	....	....	....

III. List subjects required of *all* students without exception for graduation:

Subject	*Units of Credit*
.....	.....
.....	.....
.....	.....

IV. (a) How many different courses does your school offer? No. ...

(b) Check Titles and indicate Aim, e.g., primarily Cultural, College Preparatory, Practical, etc.

	Check	*Aim*
General	.....	.....
Classical	.....	.....
Scientific	.....	.....
Commercial	.....	.....
Technical	.....	.....
Vocational	.....	.....
College Preparatory	.....	.....
Domestic Science	.....	.....
Home Economics	.....	.....
Add any additional	.....	.....

V. Organization of Courses:

Note 1. Electives include those subjects from which the pupil, with the cooperation of those guiding him, selects enough work to make up a full curriculum.

2. A unit of credit is defined as a subject satisfactorily taken during one school year, consisting of 36 weeks with 4 or 5 recitation periods per week.

TITLE OF COURSE		I Yr.	II Yr.	III Yr.	IV Yr.	Credits Allowed for Graduation
Classical	Required					
or	Subjects	....	....	....	....	.....
College Preparatory		....	....	....	....	.....
(Underline title		....	....	....	....	.....
that applies)	Electives	....	....	....	....	.....
		....	....	....	....	.....
Technical	Required					
or	Subjects	....	....	....	....	.....
Scientific		....	....	....	....	.....
(Underline title		....	....	....	....	.....
that applies)	Electives	....	....	....	....	.....
		....	....	....	....	.....
	Required					
	Subjects	....	....	....	....	.....
Commercial		....	....	....	....	.....
		....	....	....	....	.....
	Electives	....	....	....	....	.....
		....	....	....	....	.....
	Required					
	Subjects	....	....	....	....	.....
Home Economics		....	....	....	....	.....
		....	....	....	....	.....
	Electives	....	....	....	....	.....
		....	....	....	....	.....
	Required					
	Subjects	....	....	....	....	.....
Other		....	....	....	....	.....
(Please Name)		....	....	....	....	.....
	Electives	....	....	....	....	.....
		....	....	....	....	.....

VI. Method of Text Book Adoption.

Check method in use:

	Check
1. Selected by School Board	.....
2. Selected by Superintendent Alone	.....
2. Selected by Superintendent and Supervisors	.....
4. Selected by Superintendent and Teachers	.....
5. Selected by Communities	.....
6. Selected by Supervisor	.....
7. Selected by Pastor	.....
8. Selected by Heads of Departments	.....
9. Selected by State Board of Education	.....

VII. Check chief extra-curricular activities:

Activities	Check those connected with school	How much credit allowed	Number of students participating	Any positive effort to encourage participation?	Is there a faculty director or moderator?
Literary Clubs					
Glee Clubs					
Orchestra					
Bands					
Debating Society					
Dramatics					
Fraternities					
Athletics:					
Football					
Baseball					
Basketball					
Soccer					
Tennis					
Mission Activities					
Sodalities					
Parish Clubs					
Altar Boy Society					
Holy Name Society					
Honor Society					
Student Government					
Safety Patrol					
Military Training					
Annual					
School Journal					

CHAPTER VII

The Results of the Questionnaire

The aim of this chapter is to present the results obtained through the questionnaire. The various tables are grouped according to the commonly recognized departments, viz., Religion, English, Social Studies, Mathematics, Science, Commercial Subjects and Foreign Languages. Since the information contained in them is in a large measure self-explanatory, comment has been reduced to a minimum.

Religion.

Table IV shows that Religion is taught under various headings: General Religion, Dogma, Moral, Liturgy, Bible History, Church History, Apologetics, Evidences of Christianity, and Bible.

General Religion is taught in seventy schools or twenty-eight per cent. One hundred and twenty-one schools or forty-eight per cent teach Dogma as a special subject; 109 schools or forty-four per cent, Moral; ninety-nine schools or forty per cent, Liturgy. Forty-three schools or seventeen per cent teach Bible History; eighty-three schools or thirty-three per cent, Church History. Fifty-four schools or twenty-two per cent offer Apologetics; twenty-two schools or nine per cent offer Evidences of Christianity, and seven schools or three per cent offer Bible study.

The greatest number of students, 46,017 or eighty-four per cent, is enrolled in General Religion. Dogma has an enrollment of 16,421 pupils or thirty per cent; Moral, 14,307 students or twenty-six per cent; Liturgy, 9,080 students or seventeen per cent; Bible History, 3,935 students or seven per cent; Church History, 5,921 students or eleven per cent; Apologetics, 4,025 students or slightly above seven per cent; Evidences

of Christianity, 3,313 students or six per cent, and Bible study, 713 students or one per cent.

TABLE V

PERCENTAGE OF ENROLLMENT IN THE DIFFERENT SUBJECTS OF RELIGION

Religion	*No. of Schools Teaching*	*Per cent of Schools Teaching*	*No. of Pupils*	*Per cent of Pupils*
General Religion	70	28	46,017	84.40
Dogma	121	48	16,421	30.01
Moral	109	44	14,307	26.20
Liturgy	99	40	9,080	16.59
Bible History	43	17	3,935	7.35
Church History	83	33	5,921	10.83
Apologetics	54	22	4,025	7.35
Evidences of Christianity	22	9	3,313	6.04
Bible	7	2.8	713	1.30

English

Table VI indicates that English is offered under the various titles of Grammar, Analysis, Etymology, Composition, Rhetoric, History of English Literature, English and American Literature, Classics, and Elocution.

Judging from the number of schools offering the subject as well as from the student enrollment, Composition seems to receive the greatest emphasis. It is included in the program of 230 schools or ninety-two per cent and has a student enrollment of 43,754 or eighty per cent.

Rhetoric is next in importance being taught in 222 schools or eighty-nine per cent; however, it yields its position to Grammar in student enrollment by a slight margin of two per cent.

English Literature and English Classics receive about equal emphasis in the number of schools offering these subjects, both being given in over 190 schools, but the student enrollment for English classics almost doubles that for English Literature.

Analysis and Etymology are both represented in less than twenty per cent of the schools.

English Literature is offered by 198 schools, while American Literature is given in 185 schools. Elocution is taught in eighty-eight schools or thirty-five per cent.

The emphasis in time allotment for the various curricular offerings in English is very significant. Here Classics takes precedence to composition and rhetoric, being taught during four years in 164 schools. Composition is however a close second in this respect being offered for four years by 161 schools.

Rhetoric holding third place in time allotment is taught during four years in 122 schools. Only seventy-five schools offer Grammar for four years. It is worthy of note that Elocution has been offered as a four year course in fifty-nine institutions. English Literature, American Literature, Analysis, Etymology and History of English Literature follow in order, the number of schools offering them dwindling from thirty-three to eight.

Grammar is taught for three years in twenty schools. Composition, Rhetoric and English Literature are taught for three years in not more than fifteen schools.

TABLE VI

PERCENTAGE OF ENROLLMENT IN THE DIFFERENT DIVISIONS OF ENGLISH

ENGLISH	No. of Schools Teaching	% of Schools Teaching	No. of Students following	% of Students following	No. of Schools Teaching for one year	% of Schools Teaching for one year	No. of Schools Teaching for two years	% of Schools Teaching for two years	No. of Schools Teaching for three years	% of Schools Teaching for three years	No. of Schools Teaching for four years	% of Schools Teaching for four years
Grammar	182	73	35,961	66	55	30	32	17.6	20	11	75	41
Analysis	47	19	7,238	13	21	45	8	17	2	4	16	34
Etymology	40	16	6,882	13	16	40	8	20	3	7.5	13	32.5
Composition ..	230	92	43,754	80	32	13.9	22	9.6	15	6.5	161	70
Rhetoric	222	89	35,167	64	37	16.7	48	21.6	15	6.7	122	55
History of English Literature	79	31	6,384	12	53	67	15	19	3	32	8	10.2
English Literature ...	198	80	19,303	28	125	63	26	13	14	7	33	17
American Literature ...	185	74	14,558	19	138	74.5	25	13.5	5	2.7	17	9.2
Classics	196	78	28,619	71	10	5	15	7.6	7	3.6	164	83.4
Elocution	88	35	14,691	27	12	13.6	13	14.8	4	4.5	59	67

The Social Sciences

The subjects included in the social studies are: Ancient History, Medieval History, Modern History, United States History, English History, French History, General History, Civics, Sociology, Current Events, and Economics.

Of the various divisions of History, that of the United States is offered by the largest number of schools though it occupies only third place with respect to the number of pupils enrolled being surpassed by Ancient and Medieval History. The other phases apparently fail to make a strong appeal to the students. These facts are revealed in the more detailed discussion of each topic.

Table VII discloses that 212 schools or eighty-five per cent offer Ancient History, and that 13,626 pupils follow the sub-

ject. Five schools offer one-half unit, 207 schools offer one unit, and no school offers more than one unit.

Medieval History is offered by 192 schools or seventy-seven per cent and has an enrollment of 11,458 pupils. Fifty-six schools offer one-half unit, 134 schools offer one unit, and seven schools offer two units. No school offers more than two units.

Modern History is taught in two hundred schools or eighty- per cent and 8,624 pupils follow the subject. Thirty-nine schools offer one-half unit; one hundred and fifty-five schools, one unit; and six schools offer two units. No school offers more than two units.

Table VII shows that 229 schools or ninety-two per cent offer United States History, and that 9,578 pupils are enrolled for the subject. Thirteen schools offer one-half unit, 199 schools offer one unit, and thirteen schools offer two units.

Sixteen schools or six per cent offer English History and 560 pupils follow the subject. Two schools offer one-half unit, and fourteen schools offer one unit. No school offers more than one unit.

Three schools or one and one-half per cent offer French History, with an enrollment of 114 pupils. One school offers one-half unit, two schools offer one unit and two schools offer two units.

Table VII reveals that 160 schools or sixty-seven per cent offer General History, and that 601 pupils follow. Fourteen schools offer one unit and three schools offer two units. No school offers more than two units.

Civics is offered in 188 schools or seventy-five per cent and has an enrollment of 9,249 pupils. Twenty-two schools offer one-half unit and 149 schools offer one unit. No school offers more than one unit.

Table VII shows that twenty-four schools or ten per cent offer Sociology, and that 768 pupils are enrolled. Four schools

offer one-half unit, eighteen schools offer one unit and two schools offer two units.

Table VII indicates that fifty-eight schools or twenty-three per cent offer Current Events, and that 3,683 pupils follow the subject. Twenty-five schools offer one unit, thirteen schools offer two units, and fifteen schools offer four units.

Economics is taught in fifty-three schools or twenty-one per cent with an enrollment of 1,908 pupils. Four schools offer one-half unit and forty-six schools offer one unit. No schools offer more than one unit.

TABLE VII

PERCENTAGE OF ENROLLMENT IN THE SOCIAL SCIENCES.

THE SOCIAL SCIENCES	No. of Schools	% of Schools	No. of Students	% of Students	No. of Schools Teaching Subject ½ Yr.	No. of Schools Teaching Subject 1 Yr.	No. of Schools Teaching Subject 2 Yrs.	No. of Schools Teaching Subject 4 Yrs.
Ancient History....	212	58.0	13,626	24.8	5	207	..	..
Medieval History...	192	66.0	11,458	20.9	56	134	7	..
Modern History....	200	80.0	8,264	15.1	39	155	6	..
U. S. History.....	229	92.0	9,578	17.5	13	199	13	..
English History....	16	6.0	560	1.0	2	14	..	..
French History.....	3	1.4	114	.9	1	2	2	..
General History....	170	67.0	601	1.0	..	14	3	..
Civics	188	75.0	9,249	16.9	22	149	..	..
Political Economics.	20	9.4	490	1.0	2	18	..	..
Sociology	24	10.0	768	1.4	4	18	2	..
Current Events.....	58	23.0	3,683	6.5	..	25	13	15
Economics	53	21.0	1,908	3.5	4	46	..	..

Natural Science

Table VIII shows that the following sciences are taught in the order of standing given: Physics, Chemistry, Biology, General Science, Physical Geography, Botany, Physiology,

Elementary Science, Zoölogy, Astronomy, Agriculture, Geology, Mineralogy, Geography, and Natural Philosophy.

Physics is taught in 206 schools or eighty-three per cent; 194 schools or seventy-eight per cent give Chemistry; 110 schools or forty-four per cent, Biology; 102 schools or forty-one per cent, General Science; forty schools or sixteen per cent, Physical Geography; thirty-three schools or thirteen per cent, Botany; thirty-four schools or fourteen per cent, Physiology; fifteen schools or six per cent, Elementary Science; eight schools or one per cent, Geology; Agriculture, Mineralogy, Geography, and Natural Philosophy are each listed by one school.

The returns show that General Science is taught in the first year; Biology commonly in the second year; Physics and Chemistry alternate about evenly in the third and fourth years with a slight margin in favor of Physics in both years.

The greatest enrollment is in Physics which has 7,700 pupils or fourteen per cent following; the next is Chemistry with 6,951 pupils or thirteen per cent; Biology with 6,661 pupils or twelve per cent and General Science with 4,836 pupils or nine per cent come in order; these are followed by Physical Geography, Botany, and Physiology with an enrollment of 1,594, 1,414, and 1,168 pupils respectively.

Again, the tables show that Physics is taught in 184 schools for one year and in twenty-three schools for two years, while Chemistry is taught in 174 schools for one year and in twenty schools for two years.

Biology is taught in 102 schools for one year but only in five schools for two years. Twenty-one schools offer Biology in the first year, seventy-one in the second, and fourteen in the third.

General Science is offered for one year in ninety schools and for two years in five schools; eighty-one schools offer it in the first year and eleven in the second.

Physical Geography is offered for one year by thirty-three

schools and is taught in the first year in fifteen schools, in the second year in ten schools, and in the third in eight schools.

Botany is offered also by thirty-three schools and is taught in seven schools in the first year, in seventeen schools in the second year, and in six schools in the third year. Two schools teach it in the fourth year.

Zoölogy, Botany, Mineralogy, and Geology though formerly regularly included in the secondary school, are now almost exclusively reserved for the college curriculum.

TABLE VIII

PERCENTAGE OF STUDENTS FOLLOWING THE SCIENCE COURSES.

SCIENCE	No. of Schools	% of Schools	Number of Pupils	% of Pupils	No. of Schools Teaching Subject one year	No. of Schools Teaching Subject two years	No. of Schools Teaching Subject in I High	No. of Schools Teaching Subject in II High	No. of Schools Teaching Subject in III High	No. of Schools Teaching Subject in IV High
Physics	207	83	7,700	14	184	23	..	..	107	109
Chemistry	194	78	6,951	13	174	20	..	..	101	96
Biology	110	44	6,661	12	102	5	21	71	14	..
General Science	102	41	4,836	9	90	5	81	11	..	..
Physical Geography	40	16	1,594	3	33	..	15	10	8	..
Botany	33	13	1,414	3	33	..	7	17	6	2
Physiology	34	14	1,168	2	33	..	11	6	6	10
Elementary Science	15	6	983	2	15	..	15	..	..	..
Zoology	8	3	318	1	8	..	..	6	2	..
Astronomy	8	3	105	..	8	..	..	..	..	8
Agriculture	1	.5	90	.2	1	..	..	..	..	1
Geology	4	1	35	..	4	..	..	..	..	4
Mineralogy	1	..	16	..	1	..	..	..	1	..
Geography	1	..	7	..	1	..	1	..	..	..
Natural Philosophy	1	..	4	..	1	..	..	..	..	1

Mathematics

Table VIII discloses that Mathematics is offered under the separate captions: Advanced Arithmetic, Elementary Algebra,

Plane Geometry, Advanced Algebra, Solid Geometry, and Trigonometry.

Advanced Arithmetic is offered by forty-one schools or sixteen per cent; 1,087 pupils or two per cent follow this subject. Nine schools or four per cent offer it in the first year; three schools or two per cent offer it in the second year; twelve schools or five per cent offer it in the third year, and eighteen schools or seven per cent offer it in the fourth year.

Elementary Algebra is taught in two hundred and fifty schools or one hundred per cent with an enrollment of 13,379 pupils or thirty-two per cent. Two hundred and forty-eight schools or ninety-eight per cent offer it in the first year, and three schools or nearly one and one-half per cent offer it in the second year.

Plane Geometry has a following of 239 schools or ninety-five per cent; 12,693 pupils or twenty-three per cent are taking the subject. Two schools teach it in the first year, 178 schools or seventy-one per cent offer it in the second year, seventy-two schools or twenty-nine per cent offer it in the third year, and six schools or two per cent offer it in the fourth year.

Advanced Algebra is offered by 193 schools or seventy-two per cent. No schools offer it in the first year, sixty-three schools or twenty-five per cent offer it in the second year, 115 schools or forty-six per cent offer it in the third year, and twenty-six schools or ten per cent offer it in the fourth year.

Solid Geometry: Table VIII shows that 116 schools or forty-six per cent offer Solid Geometry; that 4,638 pupils or eight per cent follow the subject. No schools offer it in the first and second years; forty-nine schools or twenty per cent offer it in the third year, and sixty-nine schools or twenty-eight per cent offer it in the fourth year.

Trigonometry is offered in eighty-three schools or thirty-three per cent; 3,254 pupils or six per cent follow the subject. No schools offer it in the first and second years; seven schools

or three per cent offer it in the third year, and seventy-eight schools or thirty-one per cent offer it in the fourth year.

TABLE IX

PERCENTAGE OF STUDENTS FOLLOWING THE VARIOUS BRANCHES OF MATHEMATICS

MATHEMATICS	No. of Schools offering Subject	No. of Students following	No. of Schools Teaching in 1st year	No. of Schools Teaching in 2nd year	No. of Schools Teaching in 3rd year	No. of Schools Teaching in 4th year	% of Students Teaching Subject	% of Schools following Subject	% of Schools Teaching in 1st year	% of Schools Teaching in 2nd year	% of Schools Teaching in 3rd year	% of Schools Teaching
Advanced Arithmetic	41	1,087	9	3	12	18	16	2	4	2	5	7
Elementary Algebra	250	13,379	248	3	1	0	100	32	98	1.4	..	..
Advanced Algebra	193	7,090	0	63	115	26	77	13	..	25	46	10
Plane Geometry	239	12,693	2	178	72	6	95	23	..	71	29	2
Solid Geometry	116	4,638	0	0	49	69	46	8	..	..	20	28
Trigonometry	83	3,254	0	0	7	78	33	6	..	..	3	31

Languages

The language offerings include Latin, French, Spanish, German, and Greek. Latin is offered by almost all the schools reporting and has a student enrollment of 40,954 or seventy-five per cent. Greek, on the contrary, has but a very meagre following being listed in only seventeen schools.

Table X shows that Latin is taught in 245 schools or ninety-eight per cent. Of these, five schools offer one unit, thirty-two schools offer two units, twenty-five schools offer three units, and 183 schools offer four units.

French is taught in 173 schools or sixty-nine per cent. Of these, eleven schools offer one unit, ninety-one schools offer two units, forty-four schools offer three units, and twenty-six schools offer four units.

Spanish is taught in 113 schools or forty-five per cent. Of these, eleven schools offer one unit, seventy-four schools offer two units, twenty schools offer three units, and eight schools offer four units.

German is taught in fifty-seven schools or twenty-three per cent. Of these, eight schools offer one unit, thirty-eight schools offer two units, seven schools offer three units, and four schools offer four units.

Greek is taught in seventeen schools or seven per cent. Of these, one school offers one unit, fourteen schools offer two units, five schools offer three units, and one school offers four units.

TABLE X

PERCENTAGE OF STUDENTS ENROLLED FOR THE LANGUAGES

LANGUAGES	No. of Schools offering Subject	% of Schools offering Subject	No. of Students following Subject	% of Students following Subject	No. of Schools offering 1 yr.	% of Schools offering 2 yrs.	No. of Schools offering 3 yrs.	No. of Schools offering 4 yrs.	% of Schools offering 1 yr.	% of Schools offering 2 yrs.	% of Schools offering 3 yrs.	% of Schools offering 4 yrs.
Latin	245	98	40,954	75	5	32	25	183	2	12	11	73
French	173	69	11,536	21	11	91	44	26	6	53	25	15
Spanish ..	113	45	6,425	12	11	74	20	8	10	66	18	7
German ...	57	23	3,764	7	8	38	7	4	14	67	12	7
Greek	17	7	1,481	3	1	14	5	1	..	5	2	..

Music-Art

Under the heading Music and Art are included Vocal Music, Instrumental Music, Freehand Drawing, Mechanical Drawing, and Painting. Vocal Music is listed in 123 schools or forty-nine per cent and Instrumental Music is offered by 107 schools or forty-three per cent. Freehand Drawing is given in fifty-six schools, Mechanical Drawing in fifty-one schools, and Painting is offered by forty-five schools.

The status of music as a high-school subject is uncertain. In some schools it is taken with credit and in others without credit. The periods devoted to it vary in length; it may be

offered during or after the close of the regular school day. All these factors make difficult a reliable estimate of the amount of time actually devoted to music. Moreover, in practically every school music makes a significant contribution to the extra-curriculum and social life. Music is placed as an elective in many schools; the more common courses or musical activities offered in the elective program are chorus singing, orchestra, band, and harmony. Several academies offer courses in various forms of specialized technique, in musical composition, the history of music, music appreciation, voice, instrumental music, piano, glee club, and choral club.

The position of art in the schools is not unlike that of music. Although freehand drawing has been taught in certain secondary schools for generations, art has not been regarded as a required subject for high-school pupils. Of late, art has come to occupy a larger place in the curriculum for vocational education. However, the present emphasis placed on art is not great.

In reporting the content of the courses in art, the same difficulty is met with that was encountered in describing the work in music. As a rule, the different art courses are not assigned to particular grades, and pupils from all years are sometimes admitted to the same classes.

TABLE XI

PERCENTAGE OF ENROLLMENT IN MUSIC AND ART COURSES

Music—Art	*No. of Schools Giving Subject*	*Per cent of Schools Giving Subject*
Vocal Music (alone)	123	49
Instrumental Music (alone)	107	43
Freehand Drawing	56	22
Mechanical Drawing	51	20
Painting	45	18

Some Comparative Statistics

Table XII contains some comparative statistics showing enrollments by subject. The first column reproduces a tabulated list issued by the United States Bureau of Education at the beginning of the year 1930.[1] In the second column is the summary of the results obtained from the two hundred and fifty Catholic schools investigated.

A glance will show a great similarity in many subjects; and in others that the per cent of students following in Catholic schools is in some cases double that of the Public schools as in Physics, Chemistry, Ancient History, and Modern History. The per cent of enrollment for Latin is three times that of the Public school although the Public school list includes many Catholic schools. In the vocational subjects the averages are mostly in favor of the Public schools.

TABLE XII

SOME COMPARATIVE STATISTICS

SUBJECTS	PUBLIC AND PRIVATE SCHOOLS		CATHOLIC SCHOOLS	
	Number of Students	Per cent of Students	Number of Students	Per cent of Students
English	2,930,153	93.2	54,702	100.0
Latin	777,081	24.7	40,954	75.0
French	480,120	15.3	11,954	21.0
Spanish	296,009	9.4	6,425	11.7
German	62,184	2.0	3,764	6.8
Algebra	1,133,930	36.1	7,090	13.0
Geometry	641,603	20.4	17,331	31.0
Physics	224,233	7.1	7,700	14.0
Chemistry	230,020	7.3	6,951	13.0
Physiography	81,807	2.6	1,594	3.0
Zoology	24,184	8	318	1.0
Botany	50,611	1.6	1,414	3.0
Biology	418,121	13.3	6,661	12.0
Hygiene and Sanitation	237,760	7.6	.....	....

[1] Statistics supplied by Frank M. Phillips, United States Bureau of Education, give enrollment by subjects as indicated on Table XII.

TABLE XII—Continued

SUBJECTS	PUBLIC AND PRIVATE SCHOOLS		CATHOLIC SCHOOLS	
	Number of Students	Per cent of Students	Number of Students	Per cent of Students
General Science	532,314	16.9	4,836	9.0
Psychology	32,455	1.9	.....	....
American History	559,517	17.8	9,578	18.0
English History	34,811	1.1	560	1.0
Medieval and Modern History	369,139	11.7	11,458	21.0
Ancient History	353,141	11.2	13,626	25.0
World History	182,611	5.8	601	1.0
Civics	619,202	19.7	9,249	18.0
Sociology	80,375	2.6	768	1.5
Economics	153,858	4.9	1,908	3.0
Problem of Democracy	31,964	1.0	490	1.0
Agriculture	108,713	3.5	90	.2
Home Economics	449,835	14.3	.....	....
Manual Training	263,669	8.4	.....	....
Art and Drawing	359,444	11.4	.....	....
Mechanical Drawing	206,561	6.6	.....	....
Advanced Arithmetic	75,835	2.4	1,087	2.0
Commercial Arithmetic	211,194	6.7	.....	....
Bookkeeping	328,205	10.4	.....	....
Shorthand	.....	....	.....	....
Typewriting	.....	....	.....	....
Commercial Law	.....	....	.....	....
Commercial Geography	.....	....	.....	....
Geology	2,816	.1	35	.06
Physiology	85,276	2.7	1,168	2.0
Greek	.....	....	1,481	3.0

CHAPTER VIII

The Organization of the Secondary Curriculum

No uniformity exists in the plan of organization of curricula, though in recent years due to standardizing agencies, certain tendencies toward uniformity have been manifest. The organization of the curricula is largely, if not entirely, conditioned by the educational aims involved. It is evident both from the titles of curricula and also their content that aims are becoming more definite and that they are being expressed more and more in terms of the needs of various pupil groups. As far as possible the curriculum should be so organized as (1) to open to every pupil a vision of the entire field of knowledge and attainment, and (2) to furnish him with the most suitable training in the direction in which his talents lie. The curriculum therefore should contain both general and special elements—both the work that makes for breadth of view and the work that makes for depth of insight and skill.

To secure a true picture of actual conditions relative to curriculum in Catholic high schools, it is not sufficient merely to enumerate the subjects offered and the number of students enrolled. It is also necessary to study the various titles used to designate the different curricula, and the organization of the courses.

Titles of Courses

The following table gives some idea of the wide variety of titles used to designate the diverse courses. The tendency to multiply both courses and titles is apparent. It is evident from Table XIII that the classical course is well in the ascendancy in the curricular offerings of the Catholic secondary schools. Of the two hundred and fifty schools reporting, one hundred and sixty or sixty-four per cent offer the classical course. The commercial course comes next in frequency with one hundred

and thirty-six schools or fifty-four per cent. Then follows the general course represented by one hundred and thirty-two schools or fifty-three per cent. The scientific and college preparatory courses have a following of eighty-five and eighty-three schools respectively. Most of the other courses listed in the table have but scant following. The following table shows the designation of the various courses offered and the number of schools in which they are represented.

TABLE XIII

DIFFERENT COURSES OFFERED

Courses	*Number of Schools Offering Course*	*Per cent of Schools Offering Course*
Classical Course	160	64
Commercial Course	136	54.3
Scientific Course	85	34
General Course	132	52.7
College Preparatory Course	83	33.2
Normal Training Course	7	2.8
Vocational Course	16	6.4
Domestic-Science Course	6	2.4
Music Course	6	2.4
Art Course	4	1.6
General Engineering Course	2	1
Arts & Crafts Course	1	.4
Voice Culture Course	1	.4
Classical-Commercial Course	2	1
Latin-Modern Language Course	1	.4
Latin-English Course	4	1.6
English Course	2	1
Academic Course	1	.4
Non-Academic Course	1	.4
Latin-Scientific Course	3	1.2
Latin Course	1	.4
Special 2 year course for those leaving at the age of 16 years	1	.4

Organization of Courses

Even where courses bear the same name, there is a divergence in practice both as to the composition of the courses and the time allotment to various subjects. In most of the high schools investigated the program of studies is organized into a number of curricula. Each curriculum is composed of a group of subjects calculated to achieve some definite purpose or to attain some particular objective. In some schools there is but a single course with electives. In larger centres, however, there are several parallel courses, and in a few cases the major-minor system is in vogue. Some of the various subject combinations with their credit allotment are presented in the following groups.

TYPES OF COURSES OFFERED

Classical Course		*College Preparatory Course*
Type 1: Units		Type 1: Units
English 4		English 4
Latin 4		Mathematics 2
Greek 3	Required	History 2
Ancient History..... 1		Language 2
M. & M. History..... 1		Science 2
Algebra 1		
Geometry		Latin
Physics		Physics
General Science	Electives	Chemistry
Chemistry		Drawing
Type 2:		Type 2:
English 4		English 4
Latin 4		Latin 3
Greek 2	Required	Modern Language.... 2
History 2		Mathematics 2
Mathematics 2		History 2
Physics 1		Science 1

TYPES OF COURSES OFFERED—Continued

History	
Mathematics	
General Science	Electives
History	

Type 3:

	Units
English	4
Latin	4
French	3
History	1
Mathematics	3
Biology	1

None

Latin-English Course

	Units
English	4
Latin	4
Modern Language	2
Mathematics	2
History	2

General Science
Physics
Chemistry

Home Economics Course

	Units
English	3
Algebra	1
Latin	2
General Science	1
Chemistry	1
History	1
Home Economics	4

Modern Language
History
Mathematics

Physics	
Modern Language	Electives
History	

English Course

	Units
English	4
Latin	2
Mathematics	1
History	2
General Science	1

Modern Language
History
Chemistry

Latin-Scientific Course

	Units
English	4
Latin	3
Modern Language	2
Mathematics	3
Science	2
History	1

Chemistry
Physics
History

Commercial Course

	Units
English	4
Mathematics	2
Modern Language	2
Stenography and Typing	3
Bookkeeping	1
Science	1
History	2

Secretarial Practice

TYPES OF COURSES OFFERED—Continued

General Course		*Scientific Course*
Type 1: Units		Units
English 4	Required	English 4
History 2		Mathematics 4
Modern Language.... 2		History 2
Science 2		Science 2
		Modern Language.... 2
Latin	Electives	Latin
Algebra		Drawing
Geometry		Biology
Trigonometry		Mathematics
History		Chemistry
Modern Language		
Type 2:		*Major Art Course*
English 4	Required	English 4
Modern Language.... 3		Algebra 1
History 3		Latin 2
Biology 1		General Science..... 1
Mathematics 2		Drawing 4
Latin	Electives	Modern Language
Physics		Mathematics
Chemistry		Biology
		History

Constants-Variables

In most high schools the entire program of studies is organized into a number of curricula, each being composed of a group of subjects thought necessary to gain some specific end. Within them half or more of the subjects are required. The different subjects are not accorded impartial treatment, however. The weight of the administration is back of certain of the subjects of instruction, in which all pupils are required to enroll. These subjects which are called constants, constitute the core of the high school curriculum and indicate, in the opinion of the present generation of teachers and principals,

what knowledge is of most worth. Many of the other subjects are prescribed in the different curricula, but the constants are prescribed in all. The constant-variable method of differentiation is favored by the private school. The constants are those subjects upon which all colleges insist for entrance; the variables are those in which a choice is possible. It should be added, however, that the choice is not wide; it lies between French, Spanish, or German as the modern language to be studied, between the various histories, between Physics, Chemistry, or Biology, or between Latin and the scientific and mathematical studies.

It will be seen by reference to Table XIV that there are constants in practically all fields of curricular offerings. English, Social Studies, and Mathematics are constants in all schools reporting. Science is a constant in 209 schools or eighty-four per cent and Latin is required by 133 schools or fifty-three per cent. The number of schools demanding constants in the other subjects listed is almost negligible.

English leads all other subjects; it is offered four years, two years is required in all schools, three years in eighty-seven schools or thirty-five per cent, and four years in 159 schools or sixty-four per cent. The emphasis is placed on Composition and Literature.

Social Studies comes next in order, but with more diversified requirements. It has constants in all four years, fifty-six schools or twenty-two per cent require one year, 102 schools or forty-one per cent require two years, fifty-eight schools or twenty-three per cent require three years, and nine schools require four years. Here special emphasis is placed on History which in some form has constants in every year.

Mathematics is required for one year by twenty-four schools or nearly ten per cent, and 157 schools or sixty-three per cent require two years. About forty schools or sixteen per cent require three years, and thirteen schools or five per cent require four years. Elementary Algebra and Plane Gometery are the regular constants in mostly all schools investigated.

About fifty per cent of the schools require some work in Science, usually one or two years. Fourteen schools or about six per cent require three years, and sixty-three schools or twenty-five per cent require two years. Physics, Chemistry, Biology, and General Science receive emphasis in their respective order.

Latin or some foreign language is required in practically all schools. Latin is a constant in four schools for one year, in eighty-nine schools or thirty-six per cent for two years, in seven schools or three per cent for three years, and in thirty-three schools or fourteen per cent for four years. The Modern Languages, including French, Spanish, and German, are required in three schools for one year, in ninety-nine schools or forty per cent for two years, in sixteen schools or six per cent for three years, and in seven schools or three per cent for four years.

TABLE XIV

CONSTANTS AND VARIABLES

SUBJECTS	No. of Schools requiring ½ unit	No. of Schools requiring 1 unit	No. of Schools requiring 1½ units	No. of Schools requiring 2 units	No. of Schools requiring 2½ units	No. of Schools requiring 3 units	No. of Schools requiring 3½ units	No. of Schools requiring 4 units
Latin	...	4	..	89	..	7	..	33
Greek	...	1	..	..	..	1	..	..
English	..	..	..	4	..	87	..	159
Modern Language	..	3	..	99	..	16	..	7
Mathematics	..	24	2	157	12	38	4	13
Science	..	125	..	63	..	14	..	1
Social Science	6	56	9	102	10	58	5	4
Physical Education	..	7	..	4	..	..	..	..
Vocal Training	1	1	..	..	..	..	..	..
Shorthand	..	1	..	2	..	..	..	..
Typing	..	2	..	1	..	..	..	..
Bookkeeping	..	2	..	1	..	..	..	..

Number of Credits Required

Table XV shows that the number of units[1] required for graduation varies from fifteen to twenty-four with the preponderance given to sixteen. Number of units according to frequency of requirement follow: 166 schools or sixty-seven per cent require sixteen units; fifty-three schools or twenty-two per cent, fifteen units; eleven schools or five per cent, eighteen units; seven schools or three per cent, eighteen and a half units; five schools or two per cent, twenty units; three schools or one per cent, seventeen units; one school requires twenty-four units.

TABLE XV

Credits Required for Graduation

Number of Schools	*Per cent of Schools*	*Number of Units*
166	67.3	16
53	21.8	15
11	4.5	18
7	2.8	18½
5	2	20
3	1.2	17
1	0.4	24

[1] A unit of credit is defined as a subject satisfactorily taken during one school year, consisting of thirty-six weeks with four or five recitation periods per week.

CHAPTER IX

Extra-Curricular Activities

No consideration of the curriculum is complete without some reference to those numerous activities and interests which, during the past half-century, have sprung up spontaneously in the high school. Into these varied enterprises no small part of the time and energy of the present high-school population goes, but this alone constitutes an inadequate reason for bringing them into this discussion. Such a procedure is justified rather by the fact that these activities may possess educational value even superior to that possessed by some of the more formally organized work of the school. Moreover, the curriculum itself has become so influenced by these pupil interests and the latter have become so closely related to the program of studies that a clear line of cleavage between the two groups of activities no longer exists. Certain subjects which were formerly supported entirely by the pupils have been brought into the curriculum. As a consequence of this intimate relationship, the term "extra-curriculum" is perhaps an inappropriate designation for these interests. All the activities of the school which are educative, whether their motivation comes primarily from the teachers or from the pupils, should be regarded as forming the curriculum. However, the term commonly used carries a valuable connotation and should be employed until a better one is found.

No attempt will be made here to describe the extra-curricular activities in detail or to give them an exhaustive treatment. The purpose is rather to point out the increasing rôle which they play and to note, in general, the place which they occupy in the school. In certain of the schools studied, many of these activities were found to exist. Among the more important are, as shown in Table XVI: Sodalities, Parish, Altar Boy Society, Holy Name Society, Honor Society, Student

Guidance, Safety Patrol, Military, Annual, School Journal, Literary Clubs, Glee Clubs, Orchestra, Bands, Debating, Dramatics, Fraternities, Football, Baseball, Basketball, Soccer, Tennis.

Table XVI shows the various extra-curricular activities as they were listed in the different schools investigated.

TABLE XVI

EXTRA-CURRICULAR ACTIVITIES

	Number of Schools	*Per cent of Schools*	*Number of Pupils*	*Per cent of Pupils*
Miscellaneous Activities	148	59	22,410	41
Sodalities	143	57	19,101	35
Parish	9	4	328	1
Altar Boy Society	75	30	2,589	5
Holy Name Society	47	19	3,607	7
Honor Society	20	8	2,961	5
Student Guidance	37	15	3,284	6
Safety Patrol	20	8	304	1
Military	9	4	857	2
Annual	58	23	1,913	3
School Journal	95	38	4,793	9
Literary Clubs	90	36	6,859	13
Glee Clubs	112	48	3,805	7
Orchestra	78	31	2,584	5
Bands	36	14	1,126	2
Debating	83	33	4,285	8
Dramatics	128	51	4,625	8
Fraternities	6	2	537	1
Football	102	41	3,538	6
Baseball	110	44	4,360	8
Basketball	195	78	3,257	21
Soccer	20	8	361	1
Tennis	94	38	2,783	5

CHAPTER X

Summary and Conclusion

Probably the most accurate single measure of relative emphasis placed upon the various curriculum subjects is found in data regarding the number of pupils taking the several subjects. The departments of instruction named in descending order according to number of registrants are: English, Social Science, Latin, Natural Science, Mathematics, French, Spanish, German, Greek.

Emphasis, as measured by pupil enrollment in the various major departments, is in the following order: English, Social Studies, Mathematics, Science, Commercial Subjects, and Foreign Languages. In 1922 the order was: English, Social Studies, Mathematics, Science, Foreign Languages, and Commercial Subjects. The most pronounced increase in enrollment has taken place in English and in commercial work; social studies and science enrollments have remained relatively stationary; mathematics and foreign languages have lost.

Among individual subjects it is apparent that American History is gaining at the expense of Foreign History; General Mathematics is making inroads into enrollments in Algebra and Geometry; Biology shows an increase; Physics is losing; Physiography and Physiology are receding in importance; Botany and Zoology have almost disappeared as separate subjects; all the foreign languages most frequently taught have dropped in number of pupils registered; in commercial work, bookkeeping has lost while typewriting, commercial law, commercial geography, office practice, and business organization register increasing numbers of pupils; mechanical drawing is becoming important in the number of pupils enrolled; physical education has had more convincing growth in enrollment than any other major individual subject.

Judging from the lack of vocational subjects it will be seen

that the private schools are still almost purely academic in curriculum offerings, and very conservative in introducing newer vocational subjects. This may possibly be accounted for in select private schools by the social standards, and in the ordinary parish and diocesan high schools, by the economic conditions. There is little opportunity for a boy to stray from the traditional, abstract, formalized studies into the pleasanter fields of expression or appreciation subjects.

In summing up results of curriculum making in the past thirty years, Monroe and Herriott[1] indicate that the principal developments in curriculum making since issuance of the Report of the "Committee of Ten" have been the following: Emphasis upon objectives with attendant clarification and extension of the purposes which are aimed at in our secondary schools; some elimination and a great deal of addition to subject offerings, together with grouping of subjects into curriculum; marked changes in content of subjects, especially on the junior high school level; adaptations to meet individual differences in interests, tastes, capacities, and probable futures of pupils.

Criticism of the curriculum from both within and without the school is frequent. Much of this criticism must, however, be interpreted rather as lack of satisfaction with present status than as disappointments over the progress which has been made. In "the little old red schoolhouse" much of the English training consisted in learning to spell unusual and unused words, reading a few classics, studying formal grammar, and memorizing rules of rhetoric; civics courses were brief and placed almost exclusive emphasis upon organization of government; physiology concerned itself with structure, botany with classification, and zoology with pickled specimens. These ghosts of a bygone day appear paler than ever before, if one places them

[1] Monroe, Walter S. and Herriott, M. E., Reconstruction of Secondary School Curriculum, University of Illinois, bulletin, Urbana, Ill. June 19, 1928.

in juxtaposition with modern English courses stressing oral and written composition, extensive reading and scientifically selected spelling words; or with present-day civics courses emphasizing functional treatment of problems; or with up-to-date programs of health education. The curriculum was theoretical and is now practical, was formal and is now functional, was rigid and is now quite flexible, was narrow and is now broad.[2] No one will contend that all curriculum ideals have been achieved. But we have come a long way; and the trail still leads upward. Much remains to be done. The school is a social institution and like all other social institutions must undergo change. Society demands of the curriculum maker that he be continually on the alert, adapting old courses and developing new ones to meet the needs of changing conditions. In that direction lies progress.

---

[2] U. S. Biennial Survey of Education (1926-1928).

BIBLIOGRAPHY

Documentary Sources

Archives of the Ursuline Convent, New Orleans, La.
Archives of Georgetown University, Washington, D. C.
Archives of the Visitation Convent, Georgetown, Washington, D. C.
Archives of St. Mary's Seminary, Baltimore, Md.
Archives of the Sisters of Charity, Emmittsburg, Md.
Archives of the Convent of Loretto, Nerinckx County, Ky.
Archives of Manhattan College, New York, N. Y.
Archives of St. Joseph's Normal Institute, Pocantico Hills, N. Y.
Archives of Christian Brothers' Normal School, Glencoe, Mo.
Archives of St. Joseph's Normal Institute, Ammendale, Md.

History of Education

Brown, E. E. The Making of our Middle Schools. New York, 1924.

Burns, Rev. J. A. Catholic School System in the U. S. Volumes I, II. Benziger, New York, 1908.

Cassidy, Francis P. Catholic College Foundations and Development in the United States (1677-1850). Catholic University of America, Washington, D. C., 1924.

Considine, Rev. M. J. A Brief Chronological Account of the Catholic Educational Institutions of the Archdiocese of New York. Benziger Brothers, New York, 1984.

Graves, Frank P. History of Education (3 vols.). Macmillan, New York, 1922.

Herbermann, Charles G. The Sulpicians in the United States. Cyclopedia Press Company, New York, 1916.

Hughes, Thomas J. History of the Society of Jesus in North America (Volume I). Longmans Green Company, New York, 1908.

———, History of the Society of Jesus in North America (Volume II). Longmans Green Company, New York, 1917.

Knight, Edgar W. Education in the United States. Ginn & Co., New York, 1929.

Leach, A. F. English Schools at the Reformation. Westminster, 1896.

McCormick, P. J. History of Education (Vol. IV). Catholic Education Press, Washington, D. C., 1915.

Schwickerath, Robert, S. J. Jesuit Education, its History and Principles. B. Herder Book Company, St. Louis, Mo., 1903.

Secondary Education

Clement, J. A. Principles and Practices of Secondary Education. New York, Century, 1925.

Douglass, Aubrey A. Secondary Education. Boston: Houghton Mifflin Company, 1927.

Inglis, Alexander. Principles of Secondary Education. Boston: Houghton Mifflin Company, 1918.

Johnston, C. H. The Modern High School. New York, Scribner, 1916.

Koos, Leonard V. The American Secondary School. Ginn and Company, New York, 1927.

Monroe, Paul. Principles of Secondary Education. Macmillan, New York, 1927.

Morrison, Henry C. Practice of Teaching in Secondary Schools. University of Chicago Press, 1928.

Roberts, Alexander C., and Draper, Edgar M. Extra Class and Intramural Activities in High School. D. C. Heath Co., New York, 1928.

Stuart, Milo H. Comprehensive High School. Macmillan, New York, 1926.

Thorndike, E. L. Educational Psychology, Volumes I, II, III. New York, Teachers College, 1913.

Miscellaneous

Bode, Boyd H. Modern Educational Theories. Macmillan, New York, 1927.

Chapman, Crosby J., and Counts, George S. Principles of Education. Houghton Mifflin Company, New York, 1924.

Forum Magazine. How I Was Educated. D. Appleton Company, New York, 1888.

Kilpatrick, William H. Education for a Changing Civilization. MacMillan, New York, 1926.

Monroe, Paul. Cyclopedia of Education. Volumes I and II (1928). Volumes III and IV (1925). Volume V (1926). Macmillan, New York.

Munroe, James P. New Demands in Education. Doubleday Page Company, New York, 1912.

Ruediger, William Carl. Principles of Education. Houghton Mifflin Company, Boston, 1910.

Russell, W. T. Maryland, the Land of Sanctuary. Baltimore: J. H. Furst Company, 1907.

Shields, Thomas E. Philosophy of Education. Catholic Education Press, Washington, D. C., 1917.

Teeter, Veral A. Syllabus on Vocational Guidance. Macmillan, 1928.

Curriculum Making

Bennett, H. G.; Conger, N., and Scroggs, Schiller. First Steps in Curriculum Making (1928). Southeastern Teachers' College, Durant, Oklahoma. 281 p. ms.

Bobbitt, Franklin. The Curriculum. Boston, New York, Houghton Mifflin Company, 1918. 295 p. 12°.

———, Curriculum Making in Los Angeles. Chicago, University of Chicago, Department of Education, 1922. vi., 106 p. 8°. (Supplementary Educational Monographs, no. 20.)

———, Difficulties to be Met in Local Curriculum Making. Elementary School Journal, 25: 653-63, May, 1925.

———, How to Make a Curriculum. Boston, New York [etc.], Houghton Mifflin Company (1924). 292 p. 12°.

———, The New Technique of Curriculum Making. Elementary School Journal: 45-54, September, 1924.

"This is the first of a series of articles on the technique of curriculum making."

Bonser, Frederick G. The Elementary School Curriculum. New York, The Macmillan Company, 1922. 466 p. 12°.

Briggs, Thomas H. A Partial Bibliography on Curricula. Selected and annotated. Teachers' College Record, 27: 205-23, November, 1925.

The items have been collected and annotated partly by students in Doctor Briggs' classes, but the entries have been checked and rewritten.

Charters, W. W. Curriculum Construction. New York: The MacMillan Company, 1923. xii, 352 p. 8°.

———, Functional Analysis as the Basis for Curriculum Construction. Journal of Educational Research, 10: 214-21, October, 1924.

Functional Analysis is a method of investigation rather than a philosophy of education.

———, Principles Underlying the Making of the Curriculum of Teacher-Training Institutions. Educational Administration and Supervision, 10: 337-42, September, 1924.

Says that the methods described apply equally well to curricula for the training of supervisors, principals, or superintendents.

Clement, John Addison. Curriculum Making in Secondary Schools. New York, Chicago; Henry Holt and Company, 1923. 534 p. tables, diagrs. 12°.

Cook, W. C. Notes on Curriculum Offerings. West Virginia School Journal, 54: 104-6, December, 1925.

Counts, George S. The Senior High School Curriculum. University of Chicago Press, 1926.

Cox, Philip W. L. Curriculum Adjustment in the Secondary School. Philadelphia, London [etc.]: J. B. Lippincott Co. [1925], 306 p. 12°.

Davidson, P. E. Stability of Interest in School Studies. School and Society, 20: 221-22, August 16, 1924.

Davis, Colvin O. The Curriculum and the Seven Objectives. A committee report. *In* National Association of Secondary School Principals. Proceedings, 1925, p. 112-29.

———, High School Courses of Study. New York: World Book Company, 1915.

Davis, Courtland V. The Principal and the Building of the Courses of Study. *In* National Education Association. Department of elementary school principals. Third yearbook, p. 489-92.

Douglass, Aubrey A. The Secondary-School Curriculum. School and Society, 21: 603-9, May 23, 1925.

Read before the Harvard Teachers' Association, March 14, 1925.

Edwards, C. L. Unification and Correlation of Subjects in the Course of Study. School and Society, 20: 24-26, July 5, 1924.

Floyd, Mary L. Curriculum Making in Los Angeles. *In* National Education Association. Department of elementary school principals. Third yearbook, p. 483-89.

Gaumnitz, W. H. Provisions Made by Colleges and Normal Schools to Give a Special Type of Training to Teachers of Junior High Schools. Educational Administration and Supervision, 11: 556-71, November, 1925.

"An objective study relates to curriculum making for the training of junior high school teachers."

Harap, Henry. The Education of the Consumer; a Study in Curriculum Material. New York: The Macmillan Company, 1924. xxii, 360 p. tables, 8°.

Hardie, George R. Motivating the College Curriculum. Educational Review, 29: 28-32, January, 1925.

Seeks an adaptation of the traditional curriculum to the existing conditions today.

Heriott, M. E. Reconstruction of the Secondary School Curriculum: Its Meaning and Trends. 1928. University of Illinois, Urbana.

Hollywood, Martha. Curriculum Reconstruction. 1928. Fordham University, New York, N. Y. 25 p. ms.

Hopkins, Thomas L. Curriculum Principles and Practice. New York: Benjamin H. Sanborn, 1929.

Jones, Arthur J. The Professional Curriculum of the College of Education in the Light of Job Analysis of Teaching. Journal of Educational Research, 10: 242-50, October, 1924.

Kilpatrick, William Heard. How Shall We Select the Subject Matter of the Eelementary School Curriculum? Journal of Educational Method, 4: 3-10, September, 1924.

Discusses the major objectives in a course for elementary schools.

Kyte, George C. The Coöperative Development of a Course of Study. Educational Administration and Supervision, 9: 517-36, December, 1923.

Lacy, Nan. A Method of Curriculum Reorganization. Raleigh, N. C., Public Schools, 1928.

Leonard, George Franklin. Social Aspects of Education Pertaining to Curriculum Construction. Master's thesis, 1927. Butler University, Indianapolis, Ind.

Lull, H. C. Teacher-Training in Curriculum Building. Educational Administration and Supervision, 11: 452-64, October, 1925.

McAndrew, William. The Curriculum. Journal of the New York State Teachers' Association, 10: 125-30, May, 1923.

McMurray, Charles A. How to Organize the Curriculum. New York, The Macmillan Company 1923. viii, 358 p. 12°.

McNaught, M. S. Report of the Commission on the Revision of Elementary Education. *In* National Education Association. Addresses and Proceedings, 1922, p. 338-41.

Massachusetts. State Department of Education, Boston. Curriculum Revision in Massachusetts. *In its* Annual Report, 1927. 20 p.

Meriam, Junius L. Child Life and the Curriculum. Yonkers-on-Hudson, N. Y., World Book Company, 1921. 534 p. 12°.

Monroe, Walter S. Making a Course of Study. Urbana, the University of Illinois, 1925, 35 p. 8° (The University of Illinois Bulletin, vol. xxiii, No. 2.) Bibliography: p. 18-35.

Moore, Ernest C. Minimum Course of Study. New York, the Macmillan Company, 1923, 402 p. 12°.

National Education Association. Commission on the Reorganization of Secondary Education. Cardinal Principles of Secondary Education. Washington, Government printing office, 1918. 32 p. 8° [U. S.] Bureau of Education, Bulletin, 1918, no. 35.

National Education Association. Department of Superintendence. Second yearbook. The Elementary School Curriculum. Washington, National Education Association, 1924, 296 p. tables, diags. 8°.

———, Third yearbook. Research in Constructing the Elementary School Curriculum. Washington, National Education Association, 1925. 424 p. 8°.

———, Fourth yearbook. The Nation at Work or the Public School Curriculum. Washington, National Education Association, 1926. 520 p. charts, 8°.

———, Fifth yearbook, 1927. The Junior High School Curriculum. Washington, National Education Association, 1927. 562 p. tables, charts, 8°.

———, Research Division. Facts on the Public School Curriculum. Washington, National Education Association, 1924, p. 310-55, tables, diagrs. 8°. (Research Bulletin, vol. i, no. 5.)

"Statutory and State Board of Education requirements relative to elementary school curricula," p. 317-24.

———, Keeping Pace with the Advancing Curriculum. Washington, National Education Association, 1925. [107-199 p.] tables, diagrs. 8°. (Research Bulletin, vol. 3, nos. 4 and 5, September and November, 1925.)

Nichols, M. L. Are Changes in the High School Curriculum needed? School and Society, 24: 465-70, October 16, 1926.

North Central Association of Colleges and Secondary Schools. Commission on Unit Courses and Curricula. Report of the committee on standards for use in the reorganization of secondary school curricula. North Central Association quarterly, 1: 428-559, March, 1927.

Patterson, John W. The Organization and Administration of a Program for Curriculum Revision. Master's thesis, 1928. University of Oklahoma, Norman. 106 p. ms.

Peacock, Deane Stanfield. Curriculum Making and Revision: Some Important Factors Affecting the Development of Interest and Technique in Curriculum Building in the United States. Master's thesis, 1928. Bates College, Lewiston, Me.

Phelps, C. D. Possibilities of Simplification of Elementary School Curriculum through Definite Objectives. Elementary School Journal, 23: 701-6, May, 1923.

Phillips, Claude E. Making a High School Program. Yonkers-on-Hudson, N. Y. World Book Company, 1921. vii, 27 p. 12°.

Proctor, William Martin. Study of the Relationship of College Entrance Requirements to Curriculum Revision in Secondary Schools. 1928. National committee on research in secondary education. *In* National Education Association, department of superintendence. Sixth yearbook. The Development of the High School Curriculum. Washington, National Education Association, 1928. P. 159-94.

Rainey, Homer P. A Study of the Curricula of State Teachers Colleges. Educational administration and supervision, 11: 465-72, October, 1925.

"The data for the study were taken from the published bulletin of 71 of the 93 state teachers colleges of the United States giving four-year curricula leading to a degree."

Rooney, John R. History of the Modern Subjects in the Secondary Curriculum. Washington, Catholic University of America, 1926. 65 p. 8°.

Rugg, Harold O. Curriculum Making; What Shall Constitute the Procedure of National Committees? Journal of Education Psychology, 15: 23-42, January, 1924.

Snedden, David. Planning Curriculum Research, III. School and Society, 22: 319-28, September 12, 1925.

———, Sociological Determination of Objectives in Education. Philadelphia, J. B. Lippincott Company, 1921. 322 p. 12°.

Stout, John Elbert. The Development of High School Curricula in the North Central States from 1860 to 1918. University of Chicago press, 1921.

Taylor, Howard. The College Curriculum and Social Institutions. School and Society, 21: 731-36, June 20, 1925.

Threlkeld, A. L. Curriculum Revision: How a Particular City May Attack the Problem. Elementary School Journal, 25: 573-82, April, 1925.

Describes the Denver (Colo.) program of curriculum revision.

Tillinghast, Charles C. Current Studies in Curriculum Analysis. *In* National Association of Secondary School Principals. Ninth yearbook, 1925. P. 98-112.

Uhl, Willis L. Secondary School Curricula. New York, the Macmillan Company, 1928.

VITA.

Brother Francis de Sales (Eugene O'Neill) was born in Queen's County, Ireland, in 1882. He received his elementary education in the national school of his native town and his secondary training in the Christian Brothers' school in Kilkenny.

In September, 1897, he entered the Institute of the Brothers of the Christian Schools at Ammendale, Maryland. After completing the courses prescribed in the Novitiate and Normal School, he made his collegiate studies and received from Rock Hill College, Ellicott City, Maryland, the degrees of A. B., in 1908 and A. M., in 1912. As a member of the Institute of the Brothers of the Christian Schools he occupied the following positions: Instructor in English and History in St. Thomas College, Scranton; Head of the Junior, and Senior Departments of Ammendale, 1907-1917 and 1917-1923 respectively; Inspector of Schools, 1923-1927 and Director of the Normal School at Ammendale, 1927—.

In September, 1928, he entered the School of Philosophy of the Catholic University of America and pursued courses in Education under Rt. Rev. Dr. Patrick J. McCormick and Dr. John R. Rooney; Philosophy under Rt. Rev. Dr. James H. Ryan and Rt. Rev. Dr. Edward A. Pace; Psychology under Dr. Thomas V. Moore, and Methods of Teaching Religion under Rt. Rev. Dr. Edward A. Pace. To his professors, and to all who assisted him in his work, the writer expresses his gratitude and appreciation.

20,957 370.08 C17

Francis de Sales, Brother

AUTHOR

The Catholic High School Curricu-

TITLE lum

0.08
7

BORROWER'S NAME | DATE RETURNED

ST. ALBERT'S COLLEGE LIBRARY

PRESS OF
J. H. FURST CO.
BALTO.